

ACCHRTO Fact Sheet

ACCHRTOs are pivotal to the delivery of the FNHWTP as the training partner. The below factsheet outlines roles and responsibilities of the ACCHRTO including processes and timelines.

ACCHRTO Trainee Support Officer

The Trainee Support Officer is employed by the ACCHRTO to ensure students in the program are culturally safe and supported to complete their accredited training and supervised clinical placements.

The nature of support may vary and could include social and emotional wellbeing support; cultural support; attendance support; tutoring; mentoring; coordination of student travel, accommodation and access to allowances; stakeholder engagement with the student, employer and jurisdictional traineeship coordinator. This will also include workplace visits and virtual/phone support when the student is not attending block training.

The number of FTE is dependent on number of student cohorts. A full position description will be provided with the RTO Service Agreement.

Jurisdictional Traineeship Coordinators

The JTC is employed by the jurisdictional Affiliate and will support ACCHOs and ACCHRTOs across the jurisdiction to assist with promotion of the program across the sector and facilitating ACCHO and ACCHRTO access to additional jurisdictional funding and support services.

The JTC will build and maintain relationships with jurisdictional skills commissions, departments, funding bodies, ASQA and AHPRA as appropriate.

JTCs may check on the progress of trainees but are not employed to provide intensive wrap around support to each trainee. This is the role of the Trainee Support Officer in each ACCHRTO.

Student cohorts

The below table outlines the expected commencement dates for FNHWTP cohorts based on ACCHRTO student enrolments.

- ▶ Only students who are employed, (ideally within an ACCHO) are eligible to participate in the program.
- ▶ Any participating organisation that is not an ACCHO or ACCHRTO will not receive student support funding under this program – however they are still required to sign the Traineeship Partnership Agreement.
- ▶ ACCHRTOs are not eligible for funding if a student is enrolled in the Indigenous Health Worker Traineeship Program.

Reporting requirements

- ▶ Reporting requirements will be managed through the NACCHO Online Learning System
- ▶ Data for any withdrawals and/or deferrals for each cohort will need to be provided also to assist with our overall completion records to provide to the Department as part of NACCHO's Head Agreement.

Traineeship Partnership Agreement

- ▶ A completed Traineeship Partnership Agreement is required to trigger the commencement payment for each student under the Traineeship Program Service Agreement.
- ▶ This agreement needs to be co-signed by the student, the employer and your ACCHRTO. Once the NACCHO Online Learning System is live, the TPA will need to be uploaded as a PDF under the student's profile.

Process for payments and student enrolments

The table below outlines the overarching activity summary that incorporates payment timelines. Payment will be linked to your cohort schedules and will be processed by NACCHO quarterly.

Cohort commencement							
Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8
Transition Cohort	October 2023	February 2024	July 2024	February 2025	July 2025*	February 2026	July 2026^

* Last cohort for Cert IV student enrolment to ensure completion by 30 June 2027 (exceptions for completion will be reviewed on a case-by-case basis)

^ Final cohort for Cert III student enrolment to ensure completion by 30 June 2027 (exceptions for completion will be reviewed on a case-by-case basis)

Sequencing of events for payment schedules

Timing will vary per cohort – this timing will be sent to each ACCHRTO by NACCHO following notification of cohort numbers.

Activity (Sequencing of events for payment schedules)	Responsible party
<input type="radio"/> ACCHRTO formally notifies NACCHO of their intention to train a cohort	ACCHRTO
<input type="radio"/> EOI open for students	ACCHRTO
<input type="radio"/> Student enrolls	Student/ACCHO/ACCHRTO
<input type="radio"/> Trainee Partnership Agreement (TPA) signed with employer and student	ACCHRTO/ACCHO/Student
<input type="radio"/> Other administration and enrolment documents completed as required by ACCHRTO	ACCHRTO/Student/ACCHO
<input type="radio"/> ACCHRTO notifies NACCHO of expected number of students for cohort	ACCHRTO
<input type="radio"/> Block 1 commences	ACCHRTO
<input type="radio"/> Students' details are provided to NACCHO via Excel spreadsheet (example provided at Attachment A) and signed TPA (Attachment B) as per reporting requirements within Service Agreement	ACCHRTO
<input type="radio"/> NACCHO student information uploaded into NACCHO Online Learning System	NACCHO
<input type="radio"/> NACCHO varies ACCHRTO contract via payment schedule to reflect new student cohort	NACCHO
<input type="radio"/> NACCHO sends out participating ACCHO service agreements	NACCHO
<input type="radio"/> Executed ACCHO service agreements received	ACCHO
<input type="radio"/> ACCHRTO and ACCHO Payment 1 (and Payment 2 if applicable) actioned by NACCHO on confirmation of executed service agreements and uploaded TPA	NACCHO
<input type="radio"/> NACCHO follows up with ACCHRTO and ACCHO on any outstanding TPA or service agreement as needed	NACCHO
<input type="radio"/> Additional Payment 1 triggered (as required to capture any delays with TPA upload)	NACCHO
<input type="radio"/> On completion of 50% of UoC – ACCHRTO completes reporting within NACCHO Online Learning System – the LMS (includes update on any withdrawals or deferrals between Block 1 and 100% course completion)	ACCHRTO
<input type="radio"/> NACCHO Online Learning System triggers notification to NACCHO Workforce and Training team who will confirm contract requirements are met and triggers internal process for payment for ACCHRTO and ACCHO	NACCHO
<i>If withdrawals or deferrals have occurred, an updated payment schedule with expected payment variance will be provided to ACCHO and ACCHRTO</i>	
<input type="radio"/> On completion of 100% of UoC – ACCHRTO completes reporting within NACCHO Online Learning System (includes update on any withdrawals or deferrals between Block 1 and 100% course completion)	ACCHRTO
<input type="radio"/> NACCHO Online Learning System triggers notification to NACCHO Workforce and Training team who will confirm contract requirements are met and trigger internal process for payment for ACCHRTO and ACCHO	NACCHO
<i>If withdrawals or deferrals have occurred, an updated payment schedule with expected payment variance will be provided to ACCHO and ACCHRTO</i>	

Distribution of places

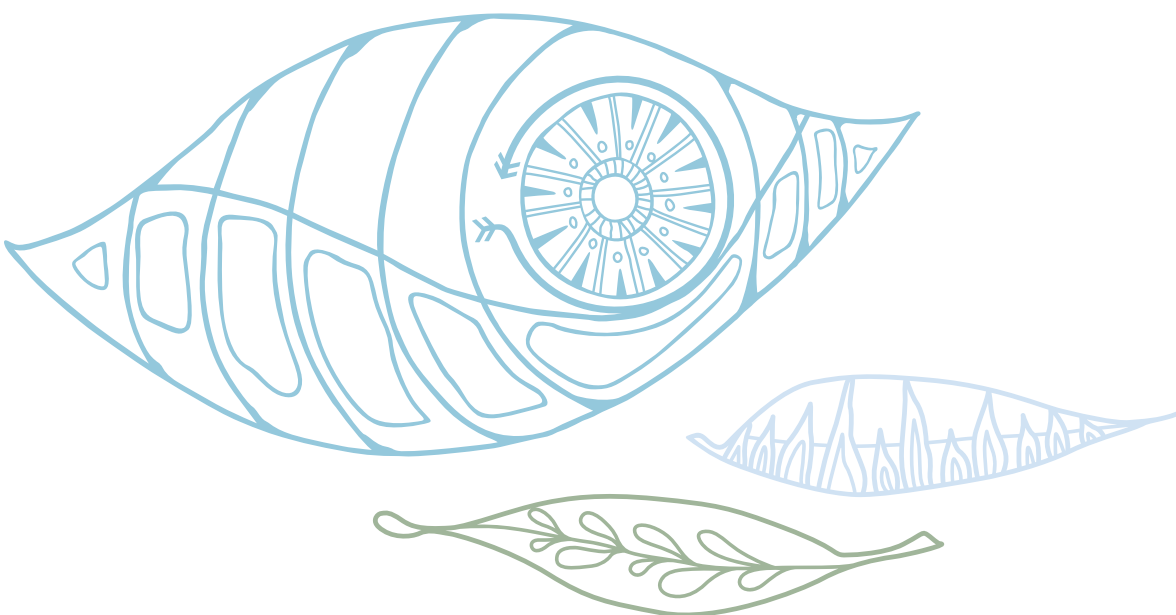
- ▶ While there are no set allocations of trainee places for each jurisdiction, NACCHO will be taking need and equity into account.
- ▶ Due to the high level of interest to date, NACCHO will evaluate the distribution of trainee placements in April 2024, in preparation for Cohort 4 (July 2024).

Supervisor Training

As part of your Traineeship Program service agreement, you will be required to deliver supervisor training for the ACCHOs. This can be a combination of face to face, virtual and online training.

Process for withdrawals and deferrals

Activity	Responsible party
Following conversation with student and ACCHO and formal withdrawal/deferral from training – ACCHRTO notifies NACCHO of student withdrawal/deferral	ACCHRTO
NACCHO will update payment schedule to reflect payment variance for ACCHO and ACCHRTO	NACCHO
In cases where the student has deferred – the student will be added to the new service agreement for participating cohort when they are ready to recommence their training – payments will recommence in the new cohort payment schedule taking into account payments previously received for the student (student must transfer into a new cohort within 12 months of deferral)	NACCHO
ACCHO and ACCHRTO to remain in contact about student requirements for successful completion of deferred student	ACCHO & ACCHRTO



Language, Literacy, Numeracy and Digital Skills

RTO Access & Equity Legislative Obligations

The Standards for Registered Training Organisations outlines the requirements for RTOs in relation to LLN assessments and support they are obligated to provide to all students undertaking a VET course.

More specifically, **Standard 1** states:

- 1.3** The RTO has, for all of its scope of registration, and consistent with its training and assessment strategies, sufficient:
- b** educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment

Learner Support

- 1.7** The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.

Educational and support services are defined as:

- a** pre-enrolment materials
- b** study support and study skills programs
- c** language, literacy and numeracy (LLN) programs or referrals to these programs
- d** equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity
- e** learning resource centres
- f** mediation services or referrals to these services
- g** flexible scheduling and delivery of training and assessment
- h** counselling services or referrals to these services
- i** information and communications technology (ICT) support
- j** learning materials in alternative formats, for example, in large print
- k** learning and assessment programs contextualised to the workplace, and
- l** any other services that the RTO considers necessary to support learners to achieve competency.

<https://www.legislation.gov.au/Details/F2019C00503>

Australian Core Skills Framework (ACSF)

The ACSF is a tool that assists RTOs, trainers, assessors and practitioners in determining the LLN levels of students to ensure that they have the required levels to successfully undertake a VET qualification/course.

The ACSF tests the five core skills:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

Students are ranked against each skill from one (lowest) to five (highest). The ACSF can be used to map the core skills requirements of any education and training course or unit in order to clarify and articulate core skills expectations, priorities and gaps. This facilitates the identification of similarities and differences between core skills requirements and expectations of performance within and across courses, disciplines and sectors.

A broad range of adult English language, literacy and numeracy (LLN) curricula have been mapped to the ACSF and it is also being used to identify, clarify and describe core skills requirements in national Training Package qualifications.

<https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework>

Jobs and Skills Australia Study

In April 2023, Jobs and Skills Australia (JSA) released a Foundation Skills Study Discussion Paper, contained in the discussion paper was details on a separate feasibility study for First Nations people. It states that JSA will partner with the NIAA to study how best to assess the LLN levels of First Nations people. Further advice will be sought via the Coalition of Peaks and Aboriginal community-controlled organisations.

LLN Assessment Tools

LLN Robot

The LLN Robot has been developed by the Learning Resources Group. The platform is an online LLN quiz that tests students LLN levels, it analyses the Australian Core Skills Framework (ACSF) levels of the respective courses and can help identify any gaps in students LLN requirements.

<https://tlrg.com.au/pages/lln-robot>

Core Skills Profile for Adults (CSPA)

The CSPA has been developed by the Australian Council for Education Research (ACER). It is a pre-training assessment tool and are mapped to the ACSF, consisting of 25 questions.

The CSPA also produces a Snapshot Reading and Numeracy Indicator (SRNI). The SRNI assesses reading and numeracy against the Exit Level 2 of the ACSF, which is considered to be a minimum level of competency for VET studies.

The CSPA is mandatory for students undertaking any subsidised training in South Australia.

<https://www.acer.org/au/cspa>

Basic Key Skills Builder (BKSB)

The BKSB is an online skills review tool that is also based on an assessment against the ACSF.

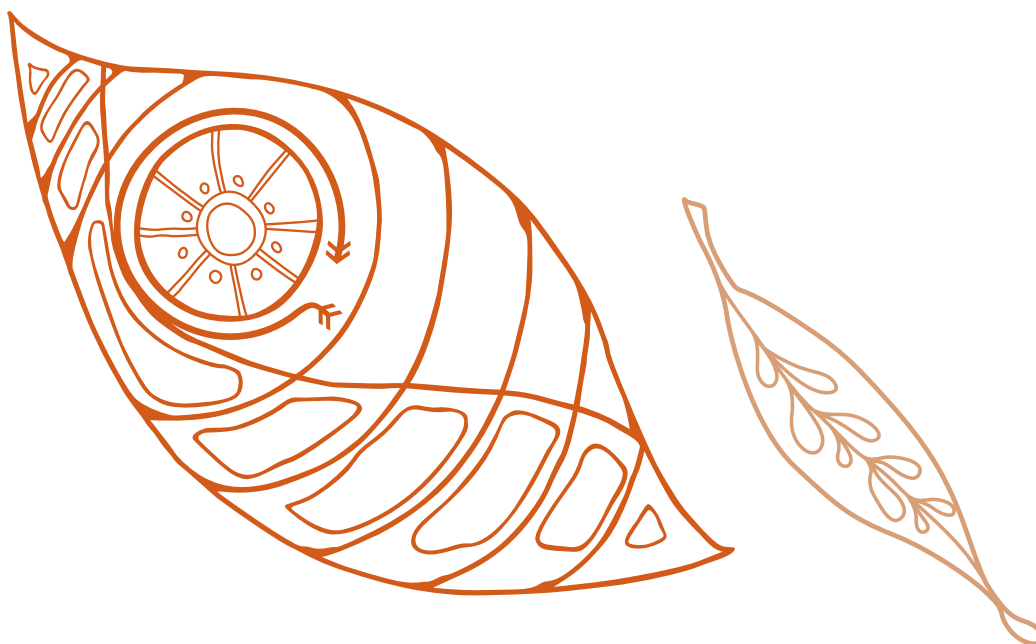
<https://www.bksb.com.au/>

Generic LLN Assessment Tools

In addition, there are a number of generic LLN assessment tools that have been developed and can be licensed. These tools are generally word based versions, which are mapped to the ACSF Levels 2 and 3, but are not mapped against the requirements of specific qualifications. Some examples are:

<https://compliantlearningresources.com.au/rto-resources/lln-training-package/lln-assessment-tool/>

<https://360rto.com.au/shop/rto-training-resources/language-literacy-and-numeracy-lln-tools/lln-assessment-tool/>



Work Placements

What are work placements?

Work placements are more than work experience. They involve structured learning in the workplace, which links to students' coursework. They help link theory with practice.

Work placements are a mandatory part of many vocational qualifications such as the Certificate IV in Aboriginal and Torres Strait Islander Primary Health Care Practice qualification for Health Practitioners. In other qualifications, the assessment requirements for particular units of competency will provide explicit or implicit guidance about the expected amount of work placement a trainee should have. It may specify a number of shifts or hours (explicit) or require certain tasks to be completed in a workplace under specific conditions on a nominated number of occasions (implicit).

How can work placements help?

Work placements give trainees valuable work experience in their chosen field and help them to gain their qualification and employment.

For employers, they offer the opportunity to see students operating in a workplace setting. Many employers take on trainees or work placement students as part of their recruitment strategy and offer them employment on graduation.

What do work placements require of ACCHOs?

To take a trainee on a placement you must supervise them and contribute to their learning. You will liaise with the training provider about what the student needs to do during their time with you and be asked to verify that the student has developed the required skills.

Ideally you, the trainee and the training provider will sign an agreement that sets out the requirements of each party.

Providing trainees with a positive and meaningful work placement experience helps build a pool of skilled and motivated workers. Students can lose interest in a field because of poor placement experiences.

Work placements provided by RTOs and employers with a track record of strong outcomes and high-quality experiences for students share a number of common features:

- 1 Strong collaboration
- 2 Clear roles, responsibilities and expectations
- 3 Effective support for students

ACCHOs need to select appropriate workplace supervisors for trainee placements.

Workplace supervisors provide guidance and support to trainees during their work placement and sign off on the completion of tasks specified in the learning plan, which is verified by the RTO. Every trainee needs to be assigned a workplace supervisor. Some ACCHOs may also assign the trainee a buddy to provide practical daily support for the trainee.

Depending on the size and the type of service delivery, these roles may be undertaken by the same person, or by a combination of a formal supervisor and an informal supervisor or buddy. It is important that trainees have continuity in these arrangements across the duration of their placement. Some larger ACCHOs may establish additional roles to support work placements, such as administrative and liaison roles.

ACCHOs will need to select staff who hold relevant qualifications, are experienced and well-suited to the role, and are positive advocates for the ACCHO and the industry. The RTO should tell you about any requirements for workplace supervisors' qualifications or experience in your initial discussions. You should also discuss your internal support arrangements with the RTO to ensure there is clarity about these roles and responsibilities.

ACCHOs need to consider how to support their workplace supervisors and buddies to undertake their roles.

Consider how you will:

- ▶ ensure the roles, responsibilities and expectations for the roles are clearly documented
- ▶ ensure workplace supervisors and buddies understand the trainee's work placement plan, including the learning objective of the placement and have contact with the RTO trainer/assessor as needed
- ▶ consider the impact of undertaking these roles on other work responsibilities and outputs
- ▶ provide training to support these roles. This may take the form of training provided by the RTO on workplace supervisor roles, their processes to collect evidence, and expectations of supervisor feedback and judgements
- ▶ recognise and reward staff undertaking these roles.

The role of workplace supervisors is to:

- ▶ discuss the work placement learning plan with the trainee and the RTO assessor to ensure there are appropriate learning opportunities available to meet the objective of the placement
- ▶ ensure the trainee is provided with an appropriate orientation and/or induction to the work environment, including key policies and procedures such as Workplace Health and Safety
- ▶ ensure there is a clear understanding of the training the trainee has received and that work tasks do not exceed the trainee's scope of practice
- ▶ sign off on the trainee's attendance and completion of tasks specified in the workplace learning plan and monitor the trainee in the workplace and provide regular feedback to them
- ▶ schedule mutually acceptable time(s) for the RTO assessor to visit the workplace during the placement to observe and assess the trainee in the workplace performing daily tasks
- ▶ participate in scheduled meetings at agreed points or complete forms in a timely manner to provide formal feedback on student performance in the workplace. This feedback will be used by the RTO as part of the trainee's assessment evidence for the course.

Where a workplace buddy has been assigned, their role is to:

- ▶ identify learning opportunities relevant to their training programs
- ▶ provide instruction to trainees before and during tasks and informal feedback after
- ▶ share knowledge while demonstrating tasks
- ▶ act as a point of contact and role model for good practice
- ▶ provide advice and information to trainees and clarify trainee concerns or queries.

Legislative requirements

There are a range of legal requirements, such as insurance, pre-employment checks and vaccinations, that will need to be discussed and documented prior to the work placements to ensure there is clarity about which party is responsible for these matters and to mitigate risk for all parties.

Documenting agreements

Once you have come to an agreement about the roles and responsibilities of each party, these should be documented in a Work Placement Agreement. This should be signed by the RTO, service provider and the trainee before the work placement starts.

ACCHO Commitment – work placement

Induction

The ACCHO takes on a level of responsibility for the trainee once they are on-site and needs to exercise its own due diligence in ensuring the trainee is properly prepared to interact safely with clients.

By providing the trainee with a full induction and an orientation to the site and the organisation, the ACCHO gets the opportunity to observe the trainee's confidence in the workplace and help them to settle into the workplace culture and rhythms.

Supervision

During the placement, the ACCHO needs to ensure the trainee is subject to an appropriate level of supervision at all times.

Supervision can be direct or indirect depending on the activities the trainee is performing and the level of risk to clients, staff and/or the ACCHO.

- ▶ Direct supervision is when the supervisor is physically present to observe, guide and direct the trainee undertaking an activity.
- ▶ Indirect supervision is when the supervisor works in the same facility as the trainee but is not constantly physically observing the trainee undertaking the activities. The supervisor should be available for reasonable access which will depend on the activities the trainee is undertaking.

Realistically, a trainee should expect a combination of both forms of supervision during a placement. ACCHOs will need to ensure these arrangements are appropriate and encourage trainees to seek support as required.

Use of a workplace buddy can help ensure day-to-day issues can be resolved quickly and ensure trainees receive the support they need. Trainees may also need support to strike the right balance between showing initiative by enthusiastically taking on additional tasks and not exceeding their developing capabilities.

Feedback

Workplace supervisors will be required to provide a level of managerial oversight for trainees, including providing formal and informal feedback as part of a trainee's learning plan. It is important to give trainees both positive feedback and constructive feedback on areas where they need to improve.

Ensure that the feedback is document as required as well as:

- ▶ aligned with the trainee's learning goals
- ▶ focused on observed behaviours
- ▶ positive and encouraging and based on facts and specific (not generalised).

Allow the trainee to reflect on the feedback and discuss strategies for addressing performance issues, which can then be revisited at a later time.

Recognition of Prior Learning

What is Recognition of Prior Learning?

Recognition of Prior Learning (RPL) is a way of certifying that someone already has some or all of the skills and knowledge needed for a nationally recognised qualification. These may have come from other formal or informal training, from experience working in the same sector/occupation, or from other work experience.

What is Credit Transfer?

Credit transfer is the granting of credit by a Registered Training Organisation or higher education institution for units of competency already completed.

How can they help?

Registered Training Organisations must offer RPL and credit transfer to individuals before they start formal training. This can reduce the amount of training needed and the time and cost involved. Individuals only need to train in areas where there are gaps in their skills and knowledge.

What does Recognition of Prior Learning require of employers?

Demonstrating that they have the required skills and knowledge can be time consuming for employees who apply for RPL.

You might be asked to complete paperwork to verify that employees have the required skills. It's a good idea to keep records of any formal and informal training undertaken by your employees, as well as other documents that demonstrate their experience (such as position descriptions and performance management plans), in case they want to apply for RPL at some point.

RPL is an assessment process used to assess the trainee's existing level of knowledge and skills against the units of competency. This involves them performing their everyday work tasks whilst being observed by an Assessor, telling their stories, and answering questions around the work that they do. This assessment process may lead to them gaining part of the qualification faster.

The First Nations Health Worker Traineeship Framework will use a **candidate-centred** RPL assessment which is Assessor led.

A robust and fair RPL process is one that:

- ▶ Is a supportive process.
- ▶ Minimises unnecessary paperwork.
- ▶ Is conversation and observation driven.
- ▶ Is candidate empowering.
- ▶ Evidence generating.

It is anticipated that the implementation phase of the framework will involve the development of RPL toolkits to support ACCHOs, ACCHRTOs and trainees to successfully undertake RPL.

A range of assessment methods are utilised within the RPL process to gather evidence which can support a Trainee's claim for Recognition of Prior Learning. These include the following:

Workplace practical observation checklist

Used in workplace observations through the process of shadowing and oral questioning while the Trainee performs their usual workplace tasks.

The Workplace Practicals are an opportunity to discreetly observe the Trainee while they perform their usual workplace routine and activities. It is a confirmation that the Trainee can undertake their work duties in line with the skills and knowledge required within each unit of competency.

Observation Checklists are designed for the Assessor as a guide during workplace practicals where the Trainee can demonstrate their specific workplace tasks and/or skills for recognition of competency in the required areas.

Trainees should be provided with the Observation Checklist prior to undertaking the practical, so they have time to understand the assessment criteria and to ask any questions they may have to confirm their understanding of the requirements.

Scenarios/oral questions

To determine knowledge evidence of workplace situations where it is not appropriate to demonstrate during observations, or the criteria may not relate to a regular workplace situation and evidence is unable to be captured during workplace observations. The scenarios include oral response questions.

To support Trainees, oral knowledge related questions as opposed to written ones are recommended to be used. These are provided for the Trainees to complete in discussion(s) with their Assessor as part of evidence gathering. In this way potential language and literacy barriers are minimised.

Professional discussions

A professional conversation between the Trainee and Assessor is based on a series of structured questions relating to the workplace experiences of the Trainee and using the evidence.

Reflection journal

The reflection journal includes structured questions for the Trainee to consider their daily role and draw out the Trainee's underpinning knowledge to meet the assessment criteria.

Questions and written answers

This includes scenarios, questions and activities designed to draw out the Trainee's underpinning knowledge.

Portfolio of evidence

Provided to the ACCHO to collect identified documents. Additional templates will be developed for the ACCHO to support evidence collection.

The Assessors support the ACCHO to identify documents, forms and third-party reports to assist with identifying the Candidate's workplace skills against each unit or cluster of units.

The portfolio requirements should be specific and precise in the type and volume of the evidence that is being sought to demonstrate competence for the unit or cluster of units.

The Portfolio of Evidence list contains generic evidence, which only need to be collected once where they are relevant for most of the units. This evidence includes the documents below, but it is not limited to:

- ▶ Service policies and procedures
- ▶ Job descriptions
- ▶ Relevant qualifications or records of in training.

Third party reports

Involve the verification of workplace skills and activities and may be collected at any stage of the RPL assessment.

The Assessor is to provide support to the ACCHO (where the Candidate has provided their approval for this to occur) around the skills and qualifications of the person(s) responsible in completing the Third-Party Report. E.g., Manager or a suitably qualified supervisor.

The Third-Party Report clearly specifies for the Referee, exactly the skills or knowledge they have witnessed or are required to witness (yes/no questions) being demonstrated by the Trainee. Under no circumstances should Third Party Reports ask referees to make any form of subjective assessment on the Candidate's performance.

Other evidence

This evidence is not limited to what is suggested above. There may be other relevant evidence which the Candidate could present which is acceptable.

Note: Evidence not listed MUST be mapped into the relevant Mapping Matrix by the Assessor. Mapping documents (in Word) will be supplied for each unit in the Assessor Resources.

